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Tennessee Investment in Student Achievement

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## 2024-25 Accountability Report Template

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, [T.C.A. § 49-3-112](#) requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

- Goals for student achievement
  - One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3<sup>rd</sup> grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3<sup>rd</sup> grade students proficient in ELA.<sup>1</sup>
- Explanation how the district's stated goals can be met within the district's budget.
- For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals.

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. The report must be submitted annually to the department by November 1<sup>st</sup>.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to [T.C.A. § 49-3-114](#) to determine whether the school district is taking the proper steps to achieve their stated goal.

This template is intended to assist districts in submitting their accountability reports to the department.

For questions, please review the TISA Accountability Report Guidance document or contact [tnedu.funding@tn.gov](mailto:tnedu.funding@tn.gov)

Completed reports should be submitted in ePlan by **November 1, 2024**.

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<sup>1</sup> T.C.A. § 49-3-114 requires the TISA Progress Review Board to review district TISA accountability reports and set a district's minimum goal to increase the district's 3<sup>rd</sup> grade proficiency by 15% of the gap to 70% in 3 years, starting with the 2022-23 TCAP results. This does not apply to districts who have 70% or more of 3<sup>rd</sup> grade students proficient in ELA.

## DISTRICT INFORMATION

District Name		Marion County
Director of Schools Name		Mark Griffith
District Point of Contact for TISA Accountability Report	Name	Becky Bigelow
	Phone Number	423.942.3434
	Email Address	bbigelow@mctns.net
Percent of 3 <sup>rd</sup> grade students who scored proficient (“met expectations” or “exceeded expectations”) on the English Language Arts (ELA) portion of the most recent spring TCAP		38.6

## DISTRICT GOAL STATEMENT(S)

<b>Goal Statement 1:</b> 3 <sup>rd</sup> Grade ELA Proficiency <sup>2</sup>	<b>63</b> % of students will score proficient on the 3 <sup>rd</sup> grade ELA TCAP by <b>26-27</b> year
<b>Goal Statement 2:</b>	Marion County will increase grades 3-5 ELA to 43%, 6-8 to 36%, and English I & II to 44% by May, 2025
<b>Goal Statement 3:</b>	Marion County will increase grades 3-5 Math to 40%, 6-8 to 34% and 9-12 to 20% by May, 2025
<b>Goal Statement 4:</b>	
<b>Goal Statement 5:</b>	

<sup>2</sup> **Note:** This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3<sup>rd</sup> grade students proficient on the ELA TCAP. If your district already has 70% or more of 3<sup>rd</sup> grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.

**Goal Statement 1 (3<sup>rd</sup> grade ELA proficiency): Increase 3<sup>rd</sup> grade ELA TCAP proficiency to 63% percent by the end of the 2026-27 school year.**

Year	Annual Outcome Target(s)	Associated Metrics/Data
<b>Year 1:</b> 2023-2024 school year (Use actuals)	39.74% proficiency was the 3 <sup>rd</sup> grade target for 2023-24 and actual 3 <sup>rd</sup> grade proficiency on ELA TCAP for 2023-24 was 38.6%.	<ul style="list-style-type: none"> <li>- 3<sup>rd</sup> grade ELA TCAP</li> <li>- 3<sup>rd</sup> grade ELA Mastery View Predictive Assessment (MVPA) benchmark assessments administered in fall, winter, and spring</li> <li>- 3<sup>rd</sup> grade ELA IPG data collected in fall, winter, and spring with a focus on Core Action 3/student outcomes utilizing the student work process</li> <li>- 3<sup>rd</sup> grade ELA URS/Aimsweb benchmarking administered in fall, winter, and spring with at-risk students progress monitored by-weekly and students with a significant deficit in reading progress monitored weekly.</li> </ul>
<b>Year 2:</b> 2024-2025 school year	Increase 3 <sup>rd</sup> grade ELA TCAP proficiency to 49% by Spring of 2025.	
<b>Year 3:</b> 2025-2026 school year	Increase 3 <sup>rd</sup> grade ELA TCAP proficiency to 56% by Spring 2026.	
<b>Year 4:</b> 2026-2027 school year	Increase 3 <sup>rd</sup> grade ELA TCAP proficiency to 63% by Spring 2027	
<b>Year 5:</b> 2027-2028 school year	Increase 3 <sup>rd</sup> grade ELA TCAP proficiency to 70% by Spring 2028	
<b>Reflection:</b> Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	<p>Marion County's Spring 2024 goal was 3<sup>rd</sup> grade ELA TCAP proficiency of 39.74% and we earned 38.6% falling 1.1% short of the goal. However, 38.6% was a 4.2% increase from Spring 2023 3<sup>rd</sup> grade ELA TCAP proficiency. We need significant improvement if we are to meet the Spring 2025 goal of 49% proficiency.</p> <p>The district will continue to use MVPA data, IPG data, and URS data to drive classroom instruction.</p> <p>Professional learning, coaching cycles, PLCs and district wide collaborative meetings by grade levels will continue with concentrated emphasis on MVPA data, IPG Core Action 3 data, and URS data for those falling below the 50<sup>th</sup> percentile.</p> <p>District staff and building administrators will continue walk throughs in K-3 classrooms using the IPG to collect data to identify district trends and reinforce/refine classroom HQIM ELA implementation. Professional learning needs will be identified both at the district and building level.</p> <p>ELA tutoring will continue for at-risk students as well as Summer Learning for at-risk students.</p> <p>The district will communicate the 49% proficiency goal to all elementary school leaders to ensure their strategic plan is aligned.</p>	

**Goal Statement 1 (3<sup>rd</sup> grade ELA proficiency): Increase 3<sup>rd</sup> grade ELA TCAP proficiency to 63% percent by the end of the 2026-27 school year.**

**Prior Year Report:** What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.

1. Benchmark Assessments (MVPA, Aimsweb) - \$75,000 - We believe the investment contributed to the gains we saw in ELA as students were identified in need of skill deficit instruction and were then scheduled into Tier II or Tier III instruction as indicated through benchmarking and other data sources.
2. ELA Tutoring - \$50,000 – High dosage, low student-teacher ratio tutoring was provided for 3<sup>rd</sup> grade students who were retained the previous year. Students received 30 minute sessions twice weekly. Tutoring is believed beneficial as students received tutoring that could be used immediately in the classroom to benefit more from grade level ELA instruction.
3. Summer Learning - \$431,525 – Summer learning was provided for all K-8 students who either scored below proficient on ELA and Math TCAP or who scored below the 40<sup>th</sup> percentile on ELA and/or Math aimswebPlus Spring benchmark. Student teacher ratios were 10:1 for high-priority groups with a 5:1 ration for 3<sup>rd</sup> grade students. This initiative was believed to benefit students in ELA as it reinforced and remediated grade level skills.
4. Interventionists - \$350,000 - We believe K-12 interventionists have impacted student improvement in ELA as students are grouped based on ELA deficits, skill deficits are remediated, progress is monitored for skill improvement, and changes are made in service delivery when students are not showing progress.

**Action Plan:** List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.

Collaborative planning with all K-3 teachers to ensure equity across the district in K-3 classrooms.

Benchmark assessments through MVPA and Aimsweb completed quarterly to provide teachers data on student progress on grade level standards (MVPA) and specific skill deficits (Aimsweb).

Summer learning for 3<sup>rd</sup> grade students scoring below proficient on the ELA TCAP

High dosage, low student-teacher ratio tutoring was provided for 3<sup>rd</sup> grade students who were retained the previous year. Students received 30 minute sessions twice weekly. Tutoring is believed beneficial as students received tutoring that could be used immediately in the classroom to benefit more from grade level ELA instruction.

**Goal Statement 1 (3<sup>rd</sup> grade ELA proficiency): Increase 3<sup>rd</sup> grade ELA TCAP proficiency to 63% percent by the end of the 2026-27 school year.**

**Budget Narrative:** Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

Collaborative Planning requires substitute teachers for one day for each teacher in grades K-8 on a quarterly basis. \$5760 federal dollars is budgeted.

Benchmark assessments are budgeted at \$100,740 of local funds are budgeted for benchmark assessments (MVPA and Aimsweb) and other forms of testing to measure student progress on grade level standards.

ELA tutoring is budgeted at \$70,000 for grades K-12 blending local funds (K-8) and federal funds (9-12).

Summer learning is estimated at \$431,525 based off the 2024 budget and paid with state funds.

Marion County will increase grades 3-5 ELA to 43%, 6-8 to 36%, and English I & II to 44% by May, 2025

Year	Annual Outcome Target(s)	Associated Metrics/Data
<b>Year 1:</b> 2023-2024 school year (Use actuals)	Grades 3-5 success rate = 34.3%; 6-8 = 28.8%; English I = 29% English II = 47%	TN Ready success rate/proficiency for grades 3-8; EOC success rate/proficiency for English I and English II
<b>Year 2:</b> 2024-2025 school year	Grades 3-5 target is 43% proficiency. Grades 6-8 target = 36% and English I = 31% and English II = 49%	MVPA administered quarterly for 3-8 data on progress toward mastering grade level standards  HQIM curriculum tests administered quarterly for grades 9-12 data on progress toward mastering grade level standards
<b>Year 3:</b> 2025-2026 school year	Grades 3-5 target is 45% proficiency. Grades 6-8 target = 38% and English I = 33% and English II target = 51%	Quarterly benchmark data in grades 3-12 ELA using URS/Aimsweb benchmarking administered in fall, winter, and spring with at-risk students and progress monitored bi-weekly.
<b>Year 4:</b> 2026-2027 school year	Grades 3-5 target is 47% proficiency. Grades 6-8 target = 40% and English I target = 35% and English II target = 53%	Grades 9-12 use the Early Warning System (EWS) to identify Tier II and Tier III students. Tier II students are served through the skinny block and Tier III students are enrolled in an elective course.
<b>Year 5:</b> 2027-2028 school year	Grades 3-5 target is 49% proficiency. Grades 6-8 target = 42% and English I target = 37% and English II target = 55%	Grades 9-12 use curriculum assessments provided through the English curriculum in fall, winter, spring to drive instruction. These assessments provide student progress relative to meeting state standards.
<b>Reflection:</b> Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	<p>We did not meet last year's goal of K-12 ELA success rate/proficiency of 38% by May 2024. Grades 3-5, 6-8, and English I fell short of the 38% goal; however, English II exceeded the 38% goal.</p> <p>The impact on our action plan was the district team taking a deep dive into K-12 data and schools and subgroups in need of greater support. The district planning team examined and re-aligned district ELA goals. School administrators and staff have taken a deep dive into school level data, subgroup data, and grade level data to determine areas in need of greater support.</p> <p>The data impacts the district action plan as district staff places a higher priority on schools failing to meet the ELA goal by offering more support to building administrators. This support includes meetings with administrators to review benchmark data, offering assistance with strategic teacher assignments, PLC strategies, etc. District staff sees a continued need to offer building administrators opportunities (through Principals Academy) to review data with grade band colleagues and learn how to lead their school staff in their own data reviews.</p>	

<p><b>Prior Year Report:</b> What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<p>1. Benchmark Assessments (MVPA, Aimsweb) - \$100,740 - We believe the investment contributed to the gains we saw in ELA as students were identified in need of skill deficit instruction and were then scheduled into Tier II or Tier III instruction as indicated through benchmarking and other data sources.</p> <p>2. ELA Tutoring - \$50,000 – High dosage, low student-teacher ratio tutoring during the school year is believed beneficial as students received tutoring that could be used immediately in the classroom to benefit more from grade level ELA instruction.</p> <p>3. Summer Learning - \$431,525 – Summer learning was provided for all K-8 students who either scored below proficient on ELA and Math TCAP or who scored below the 40<sup>th</sup> percentile on ELA and/or Math aimswebPlus Spring benchmark. Student teacher ratios were 10:1 for high-priority groups with a 5:1 ration for 3<sup>rd</sup> grade students. This initiative was believed to benefit students in ELA to reinforce and remediate grade level skills.</p> <p>4. Interventionists - \$350,000 - We believe K-12 interventionists have impacted student improvement in ELA as students are grouped based on ELA deficits, skill deficits are remediated, progress is monitored for skill improvement, and changes are made in service delivery when students are not showing progress.</p>
<p><b>Action Plan:</b> List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<p>Collaborative planning with all K-8 teachers to ensure equity across the district in K-8 classrooms.</p> <p>Benchmark assessments through MVPA and Aimsweb completed quarterly to provide teachers data on student progress on grade level standards (MVPA) and specific skill deficits (Aimsweb).</p> <p>ELA tutoring provided to all K-12 students.</p> <p>Summer learning for rising K-students scoring below proficient on the ELA TCAP with 90% attendance required.</p> <p>Marion County will continue to offer IXL for K-12 students to remediate gap skills. IXL is a digital platform that uses diagnostic assessments to determine gaps in a student’s learning and then matches digital activities with individual needs.</p> <p>Marion County has partnered with Varsity Tutors for 2024-25 for personalized tutoring for PK-12 students. Varsity Tutors is a virtual platform to accessed by students for homework help, report writing, etc. in which students either use the chat feature or can interact with a live tutor.</p>

Marion County will increase grades 3-5 ELA to 43%, 6-8 to 36%, and English I & II to 44% by May, 2025

**Budget Narrative:** Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

Collaborative Planning requires substitute teachers for one day for each teacher in grades K-8 on a quarterly basis. \$11,520 is budgeted using federal funds.

Benchmark assessments are budgeted at \$100,740 of local funds are budgeted for benchmark assessments (MVPA and Aimsweb) and other forms of testing to measure student progress on grade level standards.

ELA tutoring is budgeted at \$70,000 for grades K-12 blending local funds (K-8) and federal funds (9-12).

Summer learning is estimated at \$431,525 based off the 2024 budget and paid with state funds.



Marion County will increase grades 3-5 Math to 40%, 6-8 to 34% and 9-12 to 20% by May, 2025

Year	Annual Outcome Target(s)	Associated Metrics/Data
<b>Year 1:</b> 2023-2024 school year (Use actuals)	Grades 3-5 success rate = 34.4%; 6-8 = 27.9%; Algebra I = 14.51% and Algebra II = 16.77%	TN Ready success rate/proficiency for grades 3-8; EOC success rate/proficiency for Algebra I and II  MVPA administered quarterly for 3-8 data on progress toward mastering grade level standards  HQIM curriculum tests administered quarterly for grades 9-12 data on progress toward mastering grade level standards  Quarterly benchmark data in grades 3-12 math using URS/Aimsweb benchmarking administered in fall, winter, and spring with at-risk students and progress monitored bi-weekly.
<b>Year 2:</b> 2024-2025 school year	Grades 3-5 success rate = 40%; 6-8 = 34%; Algebra I and II success rate = 17% and 19%, respectively	
<b>Year 3:</b> 2025-2026 school year	Grades 3-5 success rate = 43%; 6-8 = 37%; Algebra I and II success rate = 19% and 21%, respectively	
<b>Year 4:</b> 2026-2027 school year	Grades 3-5 success rate = 46%; 6-8 = 40%; Algebra I and II success rate = 21% and 23%, respectively	
<b>Year 5:</b> 2027-2028 school year	Grades 3-5 success rate = 49%; 6-8 = 43%; Algebra I and II success rate = 23% and 25%, respectively	
<b>Reflection:</b> Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	<p>Marion County met the 30% success rate in 3-5 math; did not meet 30% in 6-8; did not meet in 9-12 math.</p> <p>The impact on our action plan was the district team taking a deep dive into K-12 data and schools and subgroups in need of greater support. The district planning team examined and re-aligned district math goals. School administrators and staff have taken a deep dive into school level data, subgroup data, and grade level data to determine areas in need of greater support.</p> <p>The data impacts the district action plan as district staff places a higher priority on schools failing to meet the math goal by offering more support to building administrators. This support includes meetings with administrators to review benchmark data, offering assistance with strategic teacher assignments, PLC strategies, etc. District staff sees a continued need to offer building administrators opportunities (through Principals Academy) to review data with grade band colleagues and learn how to lead their school staff in their own data reviews.</p>	

Marion County will increase grades 3-5 Math to 40%, 6-8 to 34% and 9-12 to 20% by May, 2025

**Prior Year Report:** What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.

1. Purchase of HQIM Math Curricula: SAVAAS for K-8; HMH for 9-12 - \$900,000 – The purchase and implementation of HQIM math curricula has improved student math outcomes as demonstrated by a higher success rate in 3-5, 6-8 and 9-12..The purchase was made through local funds.
2. Professional Development - \$150,000 – Professional development was beneficial to aid teachers with correct implementation of curricula as demonstrated by improvement in student success rates on TCAP across all grade bands. Professional development was funded through integration of federal and local funds.
3. Benchmark Assessments (MVPA and Aimsweb) and Evaluation Tools - \$100,000 – These measures are believed to have aided with improvement in student success rates on TCAP as teachers received quarterly results on student progress on grade level standards and skill deficits. Improved scores were seen across all grade bands.

**Action Plan:** List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.

Collaborative planning with all K-8 teachers to ensure equity across the district in K-8 classrooms.

Benchmark assessments through MVPA and Aimsweb completed quarterly to provide teachers data on student progress on grade level standards (MVPA) and specific skill deficits (Aimsweb). Curriculum assessments in 9-12 used quarterly to measure student progress on grade level content standards.

Summer learning for rising K-8 students scoring below proficient on the math TCAP with 9S0% attendance required. High school students not passing ELA and/or math receive in-person one-on-one instruction in content area.

Marion County will continue to offer IXL for K-12 students to remediate gap skills. IXL is a digital platform that uses diagnostic assessments to determine gaps in a student's learning and then matches digital activities with individual needs.

Marion County has partnered with Varsity Tutors for 2024-25 for personalized tutoring for PK-12 students. Varsity Tutors is a virtual platform to accessed by students for homework help, report writing, etc. in which students either use the chat feature or can interact with a live tutor.

Academic walks in 9-12 focused on student engagement.

Marion County will increase grades 3-5 Math to 40%, 6-8 to 34% and 9-12 to 20% by May, 2025

**Budget Narrative:** Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

Collaborative Planning requires substitute teachers for one day for each teacher in grades K-8 on a quarterly basis. \$11,520 is budgeted using federal funds.

Benchmark assessments are budgeted at \$100,740 of local funds are budgeted for benchmark assessments (MVPA and Aimsweb) and other forms of testing to measure student progress on grade level standards.

ELA tutoring is budgeted at \$70,000 for grades K-12 blending local funds (K-8) and federal funds (9-12).

Summer learning is estimated at \$431,525 based off the 2024 budget and paid with state funds.

**Goal Statement 4:**

Year	Annual Outcome Target(s)	Associated Metrics/Data
<b>Year 1:</b> 2023-2024 school year (Use actuals)		
<b>Year 2:</b> 2024-2025 school year		
<b>Year 3:</b> 2025-2026 school year		
<b>Year 4:</b> 2026-2027 school year		
<b>Year 5:</b> 2027-2028 school year		
<b>Reflection:</b> Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?		
<b>Prior Year Report:</b> What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.		

**Goal Statement 4:**

**Action Plan:** List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.

**Budget Narrative:** Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

**Goal Statement 5:**

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)		
Year 2: 2024-2025 school year		
Year 3: 2025-2026 school year		
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		
<b>Reflection:</b> Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?		
<b>Prior Year Report:</b> What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.		

**Goal Statement 5:**

**Action Plan:** List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.

**Budget Narrative:** Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

## Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

Date(s) of opportunity for local public comment.	
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	
Summary of public comment received, if any.	
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	